

TANGLEWOOD MIDDLE

44 Merriwoods Drive
Greenville, SC 29611

GRADES 6-8 Middle School

ENROLLMENT 596 Students

PRINCIPAL Karen M. Kapp 864-295-5165

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	30	12

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

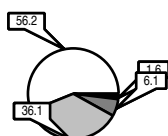
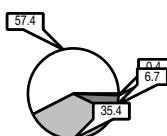
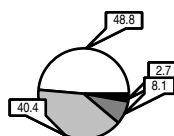
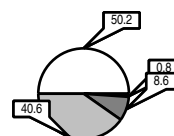
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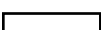
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	152	51
Percent satisfied with learning environment	44.2%	55.3%	51.0%
Percent satisfied with social and physical environment	39.5%	61.1%	40.8%
Percent satisfied with home-school relations	18.2%	70.2%	46.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	565	95.8	57.4	35.4	6.7	0.4	7.1	17.6
Gender								
Male	296	95.6	67.1	25.6	7.3	N/A	7.3	17.6
Female	269	95.9	47.2	45.9	6.1	0.9	6.9	17.6
Racial/Ethnic Group								
White	180	94.4	48.0	38.7	12.7	0.7	13.3	17.6
African-American	350	96.9	63.8	33.2	3.0	N/A	3.0	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	32	90.6	40.0	44.0	12.0	4.0	16.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	417	96.9	48.3	42.1	9.0	0.6	9.6	17.6
Disabled	148	92.6	83.7	16.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	565	95.8	57.4	35.4	6.7	0.4	7.1	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	561	95.7	57.4	35.4	6.8	0.4	7.2	17.6
Socio-Economic Status								
Subsidized meals	448	96.2	58.6	35.2	6.0	0.3	6.3	17.6
Full-pay meals	116	94.0	52.7	36.6	9.7	1.1	10.8	17.6

Mathematics								
All students	565	99.3	56.2	36.1	6.1	1.6	7.7	15.5
Gender								
Male	296	99.0	55.6	36.5	6.3	1.6	7.9	15.5
Female	269	99.6	56.8	35.7	5.8	1.7	7.5	15.5
Racial/Ethnic Group								
White	180	98.9	41.1	45.6	10.8	2.5	13.3	15.5
African-American	350	99.7	66.6	29.5	3.3	0.7	3.9	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	32	96.9	30.8	53.8	11.5	3.8	15.4	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	417	99.5	47.9	41.9	8.0	2.2	10.2	15.5
Disabled	148	98.6	79.2	20.0	0.8	N/A	0.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	565	99.3	56.2	36.1	6.1	1.6	7.7	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	561	99.3	56.3	35.9	6.1	1.6	7.8	15.5
Socio-Economic Status								
Subsidized meals	448	99.3	57.3	36.1	5.1	1.5	6.6	15.5
Full-pay meals	116	99.1	51.5	36.1	10.3	2.1	12.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	166	N/A	49.1	33.3	16.4	1.2	17.6
	Grade 7	179	N/A	46.0	47.2	6.3	0.6	6.8
	Grade 8	170	N/A	50.9	40.1	9.0	N/A	9.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	190	95.8	59.2	31.4	8.3	1.2	9.5
	Grade 7	182	98.4	56.1	36.9	7.0	N/A	7.0
	Grade 8	193	93.3	57.0	38.4	4.6	N/A	4.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	166	N/A	56.4	38.8	4.2	0.6	4.8
	Grade 7	179	N/A	77.7	19.4	2.9	N/A	2.9
	Grade 8	170	N/A	62.7	33.7	3.6	N/A	3.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	190	98.4	43.9	42.8	9.8	3.5	13.3
	Grade 7	182	100.0	59.1	36.5	3.8	0.6	4.4
	Grade 8	193	99.5	66.5	28.6	4.3	0.6	5.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 596)				
Students enrolled in high school credit courses (grades 7 & 8)	10.3%	Up from 3.9%	6.2%	14.4%
Retention rate	2.7%	Down from 3.7%	3.9%	2.3%
Attendance rate	94.4%	Up from 93.9%	94.7%	95.2%
Eligible for gifted and talented	3.5%	Up from 3.0%	6.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	26.5%	Up from 23.5%	16.6%	14.1%
Older than usual for grade	6.4%	Down from 7.1%	8.3%	4.9%
Suspended or expelled	2.9%	Down from 5.0%	2.1%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	27.3%	Down from 32.6%	46.2%	47.1%
Continuing contract teachers	68.2%	Up from 65.1%	76.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.2%	Up from 75.6%	79.5%	84.3%
Teacher attendance rate	97.8%	Down from 97.9%	94.5%	95.0%
Average teacher salary	\$35,110	Down 4.4%	\$38,789	\$39,924
Prof. development days/teacher	13.4 days	Up from 10.8 days	10.8 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	21.5 to 1	Up from 20.7 to 1	18.6 to 1	21.0 to 1
Prime instructional time	91.4%	Up from 90.7%	87.2%	88.9%
Dollars spent per pupil*	\$5,965	Up 4.7%	\$6,466	\$5,854
Percent spent on teacher salaries*	56.1%	Down from 58.8%	59.0%	62.0%
Opportunities in the arts	Poor	Down from Excellent	Good	Good
Parents attending conferences	85.8%	Up from 72.7%	88.1%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Goals for 2002-2003 at Tanglewood Middle School were updated by the school and community through the School Portfolio process. Needs were determined through achievement data, attendance and discipline records, community participation records, and survey input from all stakeholders. Our goals were to increase English language arts and math achievement as measured by the PACT, improve student behavior and personal responsibility, and increase meaningful parent involvement. We sought to improve parent satisfaction with the learning environment and home/school relations, and increase the percentage of teachers with subject area certificates.

Strategies included added instructional time and challenge in all classes, greater access to tutoring and technology, integration of the arts in academic learning, and increased leadership opportunities for students. We employed the highest quality teachers, enriched instruction through community partnerships, and increased contact with parents. Many teachers are working toward Masters Degrees in their content areas. All efforts align closely with the Education Plan of the School District of Greenville County and federal Title I goals.

Documented success includes a reduced number of students required to attend summer school and fewer discipline referrals or repeat offenses. Parents partnered with teachers for improved student achievement and citizenship. Many joined Tanglewood staff as learners of the skills of Discipline with Love and Logic, increasing student responsibility for their own success and decreasing parent stress and worry over student's responsibilities.

These strategies were supported through ongoing and focused staff development and the partnerships of local organizations that supported student leadership, talent development, and academic achievement. We continue to seek the most meaningful ways to partner with parents for the greatest success of every child at Tanglewood.

Our modified six-period day with 63-minute classes now allows focused instruction in every class, and advanced levels of English and math instruction are offered at every grade level. Our involvement with arts partners, parents and the Lockheed-Martin efforts are enriching our ability to reach each student.

As Tanglewood anticipates its new facility completion next school year, we continue to improve services to students and the community. We look forward to continued success as we inspire students to excel!

Karen M. Kapp, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.